NYSTROM, N. J., WIMPELBERG, R. K. and KING, J. A. Teacher Education in Private Colleges and Universities: Scholarship and Teaching. Jul-Aug, 42-45.

NYSTROM, N. J., WIMPELBERG, R. K. and KING, J. A. Teacher Education in Private Colleges and Universities: Uniformity and Diversity. May-Jun, 31-35.

OGAWA, R. T., GITLIN, A. and ROSE, E. Supervision, Reflection, and Understanding: A Case for Horizontal Evaluation. May-Jun, 46-52.

PASSE, J. Phil Donahue: An Excellent Model for Leading a Discussion. Jan-Feb, 43-48.

PHILLIPS, R. R. and BOVA, B. M. Mentoring as a Learning Experience for Adults. May-Jun, 16-20.

PICKLE, J. Relationships Between Knowledge and Learning Environments in Teacher Education. Sep-Oct, 13-17.

PRITCHARD, R. J. Special Students in Regular Secondary Classes: Selected Annotated Bibliography. Mar-Apr, 51-54.

PUGACH, M. and LILLY, M. S. Reconceptualizing Support Services for Classroom Teachers: Implications for Teacher Education. Sep-Oct, 48-55.

RODERICK, J. and HOPKINS, R. L. Guidelines for Studying Education in Non-School Settings: Implications for Teacher Education. Jan-Feb, 37-41.

RODRIGUEZ, F. Multicultural Teacher Education: Interpretation, Pitfalls, and Commitments. Mar-Apr, 47-50.

ROSE, E., GITLIN, A. and OGAWA, R. T. Supervision, Reflection, and Understanding: A Case for Horizontal Evaluation. May-Jun, 46-52.

SCHULTZ, K., CLARK, R., JOHNSON, R. and KESSLER, R. Recruiting Talent into Public School Teaching: An Analysis from One Successful Pilot Program. Nov-Dec, 2-4.

SIKULA, J. P. AACTE-ATE Functional Partnership. Sep-Oct, 43-44.

SMITH, G. P. The Critical Issue of Excellence and Equity in Competency Testing. Mar-Apr, 6-9.

SNYDER, K. J. Preparing Principals to Manage Productive Schools: A Neglected Dimension of Teacher Education. Mar-Apr, 55-57.

STEDMAN, C. H. Testing for Competency: A Pyrrhic Victory? Mar-Apr, 2-5.

TABACHNICK, B. R. and ZEICHNER, K. M. The Impact of the Student Teaching Experience on the Development of Teacher Perspectives. Nov-Dec, 28-36.

TAFEL, L. S. Futures Research: Important Implications for Teacher Preparation Programs. Jan-Feb, 6-9.

TAKACS, C. P. and McARDLE, R. J. Partnership for Excellence: The Visiting Instructor Program. Nov-Dec, 11-14.

THIES-SPRINTHALL, L. Promoting the Developmental Growth of Supervising Teachers: Theory, Research Programs and Implications. May-Jun, 53-60.

TREIBER, F. Ineffective Teaching: Can We Learn From It? Sep-Oct, 45-47.

TYMITZ-WOLF, B. L. The New Vocationalism and Teacher Education. Jan-Feb, 21-25.

VAUGHAN, J. C. Knowledge Resources for Improving the Content of Preservice Teacher Education. Jul-Aug, 3-8.

WATTS, D. Should Teaching Become a Come-and-Go Profession? Sep-Oct, 39-42.

WATTS, D. Teacher Educators Should Be Certified. Jan-Feb, 30-33.

WHALEY, C. R. and WOLFE, D. N. Creating Incentives for Cooperating Teachers. Jul-Aug, 46-48.

WIMPELBERG, R. K., NYSTROM, N. J. and KING, J. A. Teacher Education in Private Colleges and Universities: Past and Present. Mar-Apr, 27-30.

WIMPELBERG, R. K., NYSTROM, N. J. and KING, J. A. Teacher Education in Private Colleges and Universities: Scholarship and Teaching. Jul-Aug, 42-45.

WIMPELBERG, R. K., NYSTROM, N. J. and KING, J. A. Teacher Education in Private Colleges and Universities: Uniformity and Diversity. May-Jun, 31-35.

WISNIEWSKI, R. The Scholarly Ethos in Schools of Education. Sep-Oct, 2-8.

WOLFE, D. N. and WHALEY, C. R. Creating Incentives for Cooperating Teachers. Jul-Aug, 46-48.

YAGER, R. E. and LUNETTA, V. N. New Foci for Science Teacher Education. Nov-Dec, 37-42.

ZAHORIK, J. A. Can Teachers Adopt Research Findings? Jan-Feb, 34-36.

ZARET, E. and DAVIS, M. D. Needed in Teacher Education: A Developmental Model for Evaluation of Teachers, Preservice to Inservice. Sep-Oct, 18-22.

ZEICHNER, K. M. and TABACHNICK, B. R. The Impact of the Student Teaching Experience on the Development of Teacher Perspectives. Nov-Dec, 28-36.

TITLE INDEX

AACTE-ATE Functional Partnership. Sikula, J. P. Sep-Oct, 43-44.

Addressing the Separate-But-Equal Predicament in Teacher Preparation: A Case Study. Mills, J. R. Nov-Dec, 18-23.

Adult Student Needs and University Instructional Practices. Backus, J. M. May-Jun, 11-15.

The California Consortium: A Case Study on Seeking Change in Teacher Education. Jones, A. H. and Barnes, C. P. Nov-Dec, 5-10.

Can Teachers Adopt Research Findings? Zahorik, J. A. Jan-Feb, 34-36.

Creating Incentives for Cooperating Teachers. Whaley, C. R. and Wolfe, D. N. Jul-Aug, 46-48.

The Critical Issue of Excellence and Equity in Competency Testing. Smith, G. P. Mar-Apr, 6-9.

Critical Requirements for Cooperating Teachers. Copas, E. M. Nov-Dec, 49-54.

Do Teachers Understand Principles for Writing Tests? Carter, K. Nov-Dec, 57-60.

Emergency Teacher Certification: Summary and Recommendations. AACTE Task Force on Teacher Certification. Mar-Apr, 21-25.

Faculty Reported Use of Research in Teacher Preparation Courses: Six Instructional Scenarios. Champion, R. H. Sep-Oct, 9-12.

Field Experience, Ideology, and the Development of Critical Reflectivity. Beyer, L. E. May-Jun, 36-41.

Finding a Dean: Minimizing the Guesswork. Mangieri, J. N. and Arnn, J. W., Jr. Sep-Oct, 56-57.

Future Directions for Adult Education and Adult Educators. Birkey, C. J. May-Jun, 25-29.

Futures Research: Important Implications for Teacher Preparation Programs. Tafel, L. S. Jan-Feb, 6-9.

Guidelines for Studying Education in Non-School Settings: Implications for Teacher Education. Roderick, J. and Hopkins, R. L. Jan-Feb, 37-41.

The Impact of the Student Teaching Experience on the Development of Teacher Perspectives. Tabachnick, B. R. and Zeichner, K. M. Nov-Dec, 28-36.

Improving Teacher Education Through the Use of Research Information. Egbert, R. L. Jul-Aug, 9-11.

Ineffective Teaching: Can We Learn From It? Treiber, F. Sep-Oct, 45-47.

An Inservice Education Model: Teachers and Professors as Coequals. Binko, J. B. and Neubert, G. A. Nov-Dec, 15-17.

I Wouldn't Have Missed It for Anything. Egbert, R. L. Mar-Apr, 43-50.

Knowledge Resources for Improving the Content of Preservice Teacher Education. Vaughan, J. C. Jul-Aug, 3-8.

Mentoring as a Learning Experience for Adults. Bova, B. M. and Phillips, R. R. May-Jun, 16-20.

Moving Teacher Education Toward the Twenty-First Century: Reflections of a New Dean. Backman, C. A. Jan-Feb, 2-5.

Multicultural Teacher Education: Interpretation, Pitfalls, and Commitments. Rodriguez, F. Mar-Apr, 47-50.

A Nation at Risk: Some Critical Comments. Gardner, W. E. Jan-Feb, 13-15.

Needed in Teacher Education: A Developmental Model for Evaluation of Teachers, Preservice to Inservice. Davis, M. D. and Zaret, E. Sep-Oct, 18-22.

New Foci for Science Teacher Education. Yager, R. E. and Lunetta, V. N. Nov-Dec, 37-42.

The New Vocationalism and Teacher Education. Tymitz-Wolf, B. L. Jan-Feb, 21-25.

Organizational Change and Teacher Education Institutions. Gilman, F. Jul-Aug, 57-59.

The Origin of the University Course. Haberman, M. Jul-Aug, 52-54.

Partnership for Excellence: The Visiting Instructor Program. Takacs, C. P. and McArdle, R. J. Nov-Dec, 11-14.

Phil Donahue: An Excellent Model for Leading a Discussion. Passe, J. Jan-Feb, 43-48.

Preparing Principals to Manage Productive Schools: A Neglected Dimension of Teacher Education. Snyder, K. J. Mar-Apr, 55-57.

The Preservice Improvement Project in Retrospect. Fenstermacher, G. D. Jul-Aug, 28-30.

The Preservice Teacher Education Improvement Project: A Critical Review. Lanier, J. E. Jul-Aug, 24-27.

Preservice Teachers' Attitudes Toward Mainstreaming Prior to Student Teaching. Hoover, J. J. and Cessna, K. Jul-Aug, 49-51.

Problems of Prekindergarten Teachers: A Basis for Reexamining Teacher Education Practices. Johnston, J. M. Mar-Apr, 33-37.

Promoting the Developmental Growth of Supervising Teachers: Theory, Research Programs and Implications. Thies-Sprinthall, L. May-Jun, 53-60.

Reconceptualizing Support Services for Classroom Teachers: Implications for Teacher Education. Pugach, M. and Lilly, M. S. Sep-Oct, 48-55.

Recruiting Talent into Public School Teaching: An Analysis from One Successful Pilot Program. Clark, R., Johnson, R., Kessler, R. and Schultz, K. Nov-Dec, 2-4.

Relationships Between Knowledge and Learning Environments in Teacher Education. Pickle, J. Sep-Oct, 13-17.

Reported Use of Computers in Teacher Education. Judd, D. H. and Dieterle, L. E. Jan-Feb, 20.

Research and Assumptions in Adult Education: Implications for Teacher Preparation. Kowalski, T. J. May-Jun, 8-10.

A Response to the Critics of Field Experience Supervision. McIntyre, D. J. May-Jun, 42-45.

The Scholarly Ethos in Schools of Education. Wisniewski, R. Sep-Oct, 2-8.

Selecting a Measure of Oral Communication as a Predictor of Teaching Performance. McCaleb, J. Sep-Oct, 33-38.

Should Teaching Become a Come-and-Go Profession? Watts, D. Sep-Oct, 39-42.

The Socialization of Beginning Teachers Through Mentor-Protege Relationships. Gehrke, N. J. and Kay, R. S. May-Jun, 21-24.

Special Students in Regular Secondary Classes: Selected Annotated Bibliography. Pritchard, R. J. Mar-Apr, 51-54.

State Competency Testing for Teacher Certification. Kearns, J. Mar-Apr, 58-61.

Supervision, Reflection, and Understanding: A Case for Horizontal Evaluation. Gitlin, A., Ogawa, R. T. and Rose, E. May-Jun, 46-52.

A Survey of Teacher Preparation in Computer Education. Kull, J. A. and Archambault, F. X., Jr. Jan-Feb, 16-19.

Teacher Competency Testing and Its Impact on Educators. Flippo, R. F. and Foster, C. R. Mar-Apr, 10-13.

Teacher Education Admission Requirements: Alternatives for Black Prospective Teachers and Other Minorities. Mercer, W. A. Jan-Feb, 26-29.

Teacher Education in Private Colleges and Universities: Past and Present. King, J. A., Wimpelberg, R. K. and Nystrom, N. J. Mar-Apr, 27-30.

Teacher Education in Private Colleges and Universities: Scholarship and Teaching. Nystrom, N. J., King, J. A. and Wimpelberg, R.K. Jul-Aug, 42-45.

Teacher Education in Private Colleges and Universities: Uniformity and Diversity. Wimpelberg, R. K., Nystrom, N. J. and King, J. A. May-Jun, 31-35.

Teacher Education Programs in the 1980's: Some Selected Characteristics. Kluender, M. M. Jul-Aug, 33-35.

Teacher Educators Should Be Certified. Watts, D. Jan-Feb, 30-33.

Teacher Effectiveness in Adult Education. Lindsay, M. May-Jun, 2-7.

Teacher Effectiveness: Problem or Goal for Teacher Education. Haigh, N. and Katterns, B. Sep-Oct, 23-27.

Teacher Efficacy: A Motivational Paradigm for Effective Teacher Education. Ashton, P. Sep-Oct, 28-32.

Testing for Competency: A Pyrrhic Victory? Stedman, C. H. Mar-Apr, 2-5.

Toward a Model to Guide Inquiry in Preservice Teacher Education. Cruickshank, D. R. Nov-Dec, 43-48.

Using Teacher Self-Assessment to Identify Staff Development Needs. Iwanicki, E. F. and McEachern, L. Mar-Apr, 38-41.

Why Use Research in Preservice Teacher Education? A Proposal. Griffin, G. A. Jul-Aug, 36-40.

Winning the Race Between Education and Catastrophe. Mathias, C., Jr. Jan-Feb, 10-12.